

21st Century Charter School at Fountain Square

(Formerly 21st Century English Avenue Charter School)

Grades served in year 1: 6-9

Enrollment in year 1: 200

Proposed Location: to be determined

Grades served at capacity: 6-12

Enrollment at capacity: 322

Mission, Need, and Demand for the School

- 21st Century Charter School at Fountain Square will be located in a neighborhood in which fewer than half the adults have high school diplomas and drop-out rates are high.
- The southeast neighborhood in which this school will locate includes a high immigrant population. Consequently, the 21st Century Charter School at Fountain Square will place substantial emphasis on the teaching of English language skills.

Educational Services Provided

- This school will provide a self-paced, technology-based curriculum.
- Classrooms will feature multi-age groupings and each student will have an individualized learning plan.
- Students will learn through the A+ Learning System, a computer-based curriculum program that allows students to progress at their own levels through tailored lessons and assessments. Teachers will provide individualized and skill-based instruction to support student learning.
- Spanish language instruction will begin with sixth grade.
- Students will be required to complete multidisciplinary projects.
- Arts activities at the school will include music, visual/studio arts, drama, and dance.
- Students will also have the opportunity to take courses on-line through Indiana University High School.
- The school will emphasize values such as honesty, integrity, diligence, kindness, courage, empathy, altruism, courtesy, respect for authority and for others, and responsible independence. Students also will develop life skills and receive advice in areas such as job skill development, college application procedures, and personal financial management.
- 21st Century Charter School at Fountain Square plans to join the statewide charter school Special Education Cooperative.
- The school day will run from 7:30 a.m. to 2:45 p.m., with optional extracurricular activities lasting until 6:00 p.m. The 2005-2006 academic year will run from early September until late June, followed by three weeks of summer school. Subsequent

academic years will begin in early August and will run until the middle of June.

- Community partners include the Indianapolis Marion County Public Library, which will help the 21st Century Charter School at Fountain Square develop a library; the Indianapolis Opera Company and the Phillips Music Guild, which can help the school create musical productions; Keep Indianapolis Beautiful, which can help the school with outdoor landscaping; the Character Council of Indiana, which can provide guidance on character development for students; the Minority Engineering Program of Indianapolis, which can lead hands-on activities, field trips, college visits, and scholarship opportunities; and health care and scouting organizations.

Summary of the Founding Group

- The sponsoring organization, the Greater Educational Opportunities Foundation, intends to open this new school based on the model of its current 21st Century Charter School in Union Station. Currently, the boards for both schools are the same. 21st Century Charter School's chief executive officer and chief academic officer will fill these same leadership capacities in this new school.
- The leadership team and founding board have significant experience from opening the 21st Century Charter School, which will enable the 21st Century Charter School at Fountain Square to proceed effectively and efficiently.
- The founding group is highly skilled, and includes a teacher and principal, business leaders, a former accounting firm partner, and representatives from the banking, university, home schooling, and health care arenas.

Governance and Management

- The Greater Educational Opportunities Foundation, a successful nonprofit experienced in overseeing the 21st Century Charter School, will serve as the fiscal agent for 21st Century Charter School at Fountain Square.
- The school has identified clear roles and responsibilities for its leaders. The school's chief executive officer (CEO) will be responsible for all non-teaching-related decision-making, including financial and other administrative matters. The chief academic officer (CAO) will be under the direct supervision of the CEO and will be in charge of scheduling, curriculum, professional development, academic performance accountability, and recruiting, hiring, and evaluating educational staff. The school will identify a school-based principal teacher to lead the day-to-day operations related to students, teachers, and families.
- The board will establish a School Assessment Committee comprised of board members, the CEO, the CAO, the principal teacher, mentor teachers, and parents to analyze the school's academic performance data each year. Parents will also have the opportunity to provide input through a parent advisory committee.

Financial Viability

- GEO Foundation will provide the same accounting systems used at the 21st Century Charter School to maintain comprehensive records on the school's finances. The school's board will conduct a monthly review of the financial accounts.
- The school intends to lease space from Southeast Neighborhood Development, Inc. in a facility it would share with the Southeast Neighborhood School of Excellence, and has a \$150,000 loan commitment from the GEO Foundation for the lease. Under this arrangement, the 21st Century Charter School at Fountain Square and Southeast Neighborhood School of Excellence would each occupy approximately half the total building space.
- Local Initiatives Support Corporation may provide low-cost loans if necessary.

Accessibility

- To make its campus accessible to students around Indianapolis, this school will make use of buses currently under contract with the GEO Foundation.
- This school is committed to serving all students, including those with special needs, and has a leader experienced in special education. As a public school principal, chief academic officer Mr. Hayden was awarded the Boone-Clinton North West Hendricks Joint Services special education "Administrator of the Year" award.

Leadership Information

**Note: The information provided below is solely a summary of qualifications, and does not reflect a comprehensive description of each founding member's expertise and experience.*

Name and Proposed Positions of Applicants	<ul style="list-style-type: none"> • Kevin Teasley—Authorized Representative, Chief Executive Officer, Board Member • Donald Laskowski—Board Member • Rollin Dick—Board Member • Joyce Johnson—Board Member • Levester Johnson—Board Member • Richard Harcourt—Board Member • Scott Thiems—Board Member • Delores Brents—Board Member, Advisor • Tom Zupancic—Board Member • John Hayden—Chief Academic Officer
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Capacities Represented by Applicants (by topic area)

School Leader Biography	The school has not yet identified a principal teacher to lead the school's day-to-day activities.
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	<p>John Hayden will serve as chief academic officer for the new school. He will be responsible for meeting state accountability standards and for assisting the principal teacher with supervision and recruiting. Mr. Hayden supervised the development and launch of the 21st Century Charter School and is also that school's chief academic officer. Previously, he co-founded and served as the principal teacher for a private school, has served as a principal and classroom teacher in other public schools in Indiana, and has worked with youth in non-academic capacities (e.g., Big Brothers program, basketball coach). He has been nominated for multiple teaching awards, and was named D.A.R.E. Educator of the Year for the State of Indiana and the Boone-Clinton North West Hendricks Special Services "Administrator of the Year."</p> <p>Mr. Hayden holds a bachelors degree in elementary education from Indiana University, a masters degree in elementary supervision and administration from Butler University, and administrative certification from Butler University.</p>
<i>Education</i>	<p>Experience</p> <ul style="list-style-type: none"> • John Hayden is the chief academic officer of the 21st Century Charter School in Union Station. Mr. Hayden supervised the opening of the school, and served as teacher, principal, maintenance director, bus supervisor, and infrastructure coordinator. Previously, as a founder of a small private school, he created an instructional model for the school. He has also worked as a K-12 teacher and principal in various other school systems. • Kevin Teasley is the founder and president of the Greater Educational Opportunities Foundation—a non-profit educational organization that provides information to the public on K-12 education reform issues and policies. GEO Foundation is also the educational management organization that sponsored the first 21st Century Charter School that opened in fall 2002 in Union Station. Mr. Teasley managed the finances and operations of that school. He is also the past president of the American Education Reform Foundation and Council, an advocacy organization for parental empowerment policies in K-12 education. • Levester Johnson has acted in high-level administrative roles (e.g., vice president, associate dean) at Butler University. He is currently the Vice President for Student Affairs at Butler University. • Donald Laskowski formed the New Covenant Foundation to fund Covenant Schools of Indianapolis and was instrumental in starting several "Safe Haven" schools in Indianapolis. • Joyce Johnson works with GEO Foundation and has served as the founder, board member, executive director, and editor for the Indiana Association of Home Educators. She acts as a consultant to and workshop speaker for the Home School Legal Defense Association Board of Directors.

	<ul style="list-style-type: none"> • Delores Brents has served on the Indianapolis Public School Board and currently is a commissioner in the 5th District. • In his work as senior vice president for National City Bank of Indiana, Richard Harcourt is responsible for a corporate portfolio that includes financing for private K-12 schools as well as both public and private post-secondary institutions. <p>Training</p> <ul style="list-style-type: none"> • John Hayden holds a bachelors degree in the education field. • John Hayden and Levester Johnson hold masters degrees in the education field. • Levester Johnson is working toward a doctoral degree in the education field.
<i>Other Youth Work</i>	<p>Experience</p> <ul style="list-style-type: none"> • Joyce Johnson worked as a social worker in foster and adoptive placements for Family and Children's Services and designed and supervised the long-term residential care program at the Marion County Children's Guardian Home. • John Hayden and Scott Thiems are basketball coaches for youth. • An active parent, Delores Brents has served on the parent-teacher organization at her children's schools and on the Ball State University Parent Advisory Board.
<i>Management</i>	<p>Experience</p> <ul style="list-style-type: none"> • Kevin Teasley is the founder and president of the Greater Educational Opportunities Foundation, and has served as the president of the American Education Reform Foundation and Council, and the vice president of the Center for the Study of Popular Culture. • Donald Laskowski is the founder and chairman of the Board for Wood-Mizer Products, Inc., a company with 650 employees. He is also owner and president of External Power, LLC. • Rollin Dick was a partner at Coopers & Lybrand and is currently vice chairman and chief financial officer at Haverstick Consulting. He has served as an advisor to a number of businesses in central Indiana. • Joyce Johnson acted as the executive director for the Indiana Association of Home Educators. • Richard Harcourt and Scott Thiems serve as senior vice presidents in banking and loan institutions. • Tom Zupancic is a vice president with the Indianapolis Colts. He has also served as director of business development. <p>Training</p> <ul style="list-style-type: none"> • Rollin Dick attended the AIB College of Business. • Delores Brents holds associates and bachelors degrees in business administration and is currently pursuing a masters degree in business

	<p>management.</p> <ul style="list-style-type: none"> • Richard Harcourt and Scott Thiems hold bachelors degrees in business administration.
<i>Entrepreneurialism</i>	<ul style="list-style-type: none"> • Kevin Teasley founded the Greater Educational Opportunities Foundation. • Donald Laskowski formed the New Covenant Foundation to fund Covenant Schools of Indianapolis and was instrumental in starting several “Safe Haven” schools in Indianapolis. Mr. Laskowski also founded and / or owns two companies and holds several patents for woodworking equipment. He was named the Ernst and Young “Entrepreneur of the Year” for the State of Indiana in 1993. • Joyce Johnson founded the Indiana Association for Home Educators. • John Hayden helped found a one-room private school.
<i>Fundraising</i>	<p>Experience</p> <ul style="list-style-type: none"> • Kevin Teasley, Joyce Johnson, and John Hayden have held responsibilities for fund development in their respective roles as organizational founders and leaders. • Levester Johnson served on a grant writing committee while serving as an assistant dean at Butler University. • Richard Harcourt was involved in a \$3.4 million fundraiser for DAMAR. <p>Training</p> <ul style="list-style-type: none"> • Joyce Johnson has participated in <i>Fund Raising for Small Nonprofit Organizations</i> at the Indiana University Center on Philanthropy.
<i>Finance / Accounting</i>	<p>Experience</p> <ul style="list-style-type: none"> • Kevin Teasley, Joyce Johnson, and John Hayden have held responsibility for fund development in their respective roles as organizational founders and leaders. • Rollin Dick was a partner at Coopers & Lybrand for 20 years and served as the executive vice president and chief financial officer for Consecro, Inc. He currently serves as the vice chairman and chief financial officer of Haverstick Consulting, Inc. • Richard Harcourt is a senior vice president of National City Bank of Indiana with responsibility for corporate lending. He has experience with both corporate and not for profit finance and has been involved in financing private schools. • Scott Thiems has worked at Indiana National Bank for several years with loan responsibilities. <p>Training</p> <ul style="list-style-type: none"> • Rollin Dick is a certified public accountant.

<i>Marketing / Public Relations</i>	<p>Experience</p> <ul style="list-style-type: none"> • Joyce Johnson spearheaded an active public relations campaign for home schooling in Indiana through numerous press releases, a 700-person legislative “Day at the Capitol,” media appearances, and other activities. • John Hayden held responsibility for marketing the private school he helped found. • Tom Zupancic makes hundreds of appearances each year on behalf of the Indianapolis Colts, often delivering motivational messages.
<i>Legal Expertise</i>	<p>Experience</p> <ul style="list-style-type: none"> • Nothing specific listed.
<i>Management of Public Funds</i>	<p>Experience</p> <ul style="list-style-type: none"> • Kevin Teasley has managed public funds via his role as CEO of the 21st Century Charter School in Union Station.
<i>Nonprofit Governance</i>	<p>Experience</p> <ul style="list-style-type: none"> • Kevin Teasley, Donald Laskowski, Rollin Dick, Joyce Johnson, Levester Johnson, Delores Brents, Richard Harcourt, Tom Zupancic, and Scott Thiems have served on at least one and, in many cases, numerous boards. Boards include: the Greater Educational Opportunities Foundation, the American Education Reform Foundation and Council, New Covenant Foundation, AIB College of Business, Butler University, Junior Achievement, College Mentors for Kids, the Board Member Alliance for Quality Schools, the Indianapolis Public Schools Education Foundation, Goodwill Global, DAMAR Services, Area Youth Ministry, Indianapolis Neighborhood Housing Partnership Homeowner Development Board, Community Hospital, Children’s Bureau, Broken Wagon Ranch, PAL Club, Speedway Exchange Club, Leukemia Society, and the University of Indianapolis. <p>Training</p> <ul style="list-style-type: none"> • Joyce Johnson is working toward her masters of public administration in nonprofit management at IUPUI.

Challenge Foundation Academy

Grades served in year 1: K-5
Enrollment in year 1: 264
Proposed Location: unknown

Grades served at capacity: K-8
Enrollment at capacity: 396

Mission, Need, and Demand for the School

- The Challenge Foundation Academy (CFA) will serve students in kindergarten through 8th grade. The school's mission is to "offer a first class education to every child."
- The school plans to locate adjacent to the Charles A. Tindley Accelerated School (the Tindley School) in the Meadows neighborhood, creating an "education village" which will allow the schools to share resources.
- The school has met with parents and representatives of neighborhood community organizations to determine their interest in a new elementary school in the Meadows neighborhood. Parents have indicated that they are happy with the new option made available to them when the Tindley high school opened in the neighborhood, but that they also want a high quality elementary school.
- Nine neighborhood parents have expressed their support for the elementary school in written letters of support.
- The organizer indicates that the proposed school meets the needs identified by the parents and community organizations with whom the organizer has met, such as the United North East Community Development Corporation and the Forest Manor Multi Service Center.
- The school has received letters of support from the Indianapolis Chamber of Commerce, the United North East Community Development Corporation, Evangelist Jada West from the Church Ministry and the Charles A. Tindley Accelerated School.

Educational Services Provided

- The Challenge Foundation Academy will use the Core Knowledge curriculum Sequence (which is aligned with the Indiana State Academic Standards) materials for half of the Reading/Language Arts, History, and Science curriculum. Core Knowledge includes carefully ordered facts, historical figures, concepts and key people that are broken down by individual grade levels so teachers know what students need to learn to be ready for the next grade.
- In addition to Core Knowledge, the school will use the Direct Instruction and Reading First programs to remediate students who are reading below grade level.

- The school will implement the Saxon Math curriculum. The math program will be accelerated one year, i.e. kindergarten students will complete the first grade math curriculum. The acceleration of the math program may allow advanced 8th graders to take Algebra II in 8th grade, preparing them for AP Calculus by 12th grade.
- Character education is a primary area of focus for the school. The school will implement the Character First! curriculum. All middle school students will be required to participate in community service projects.
- The school will have 10 staff development days built into the school year and two days included at the end of the school year for school improvement planning.
- The school plans to offer parents the option of before- and after-school programming for students.
- The organizer considers parent involvement as central to the success of the school. The school will encourage parents to volunteer at the school and be involved in their child's education.

Summary of the Founding Group

- Since it was established in 1989, the Challenge Foundation has provided more than \$19 million in grants to charter schools nationwide. The Foundation's grantees include 185 charter schools – about 60 of which use the Core Knowledge Sequence, which CFA proposes to use for approximately half of the school's curriculum.
- The Challenge Foundation intends to create a nationwide network of charter schools called TEAM CFA academies and wants Indianapolis to be the site of the first school.
- The Challenge Foundation has significant experience supporting charter schools around the country.
- The local members of the initial Board of Directors of the Challenge Foundation Academy have experience in nonprofit governance, law, construction, finance, and fundraising. Two representatives from the Challenge Foundation will also sit on the Board. Three parents will be added to the Board once the school opens.
- The school's Board members are actively engaged in the development of the school.
- The Board's strengths are in the relationships the members have in the community and the professional expertise they can contribute. They will provide valuable leadership to the facility development, partnership development and fundraising efforts for the school.

Governance and Management

- The Board will be responsible for fiscal oversight (budget approval), policy development, hiring and evaluating the School Director and assuring that the education vision of the school is maintained.

- Four committees of the Board will be established, including Executive, Development, Nomination, and Finance committees. Each committee will perform specific duties for the Board to ensure proper oversight of the school.
- The Board has identified a School Director, Donna Birdsong, a current Vice-Principal at an IPS middle school.
- The School Director will be responsible for overseeing the budget, establishing school culture, hiring and evaluating all staff, evaluating the school's performance and progress toward goals, maintaining relationships with the Board, community organizations, and business leaders, and maintaining compliance with the charter agreement and regulations.
- The School Director will be supported by the Curriculum Director who will report to the School Director and oversee the educational program. The Curriculum Director will manage the implementation of the curriculum and coordinate teacher professional development.
- The Curriculum Director will also lead the School Improvement Committee which will analyze all performance data for the school and will make recommendations for improvements to the Board.

Financial Viability

- The school will receive a \$100,000 grant from the Challenge Foundation for start-up expenses for years 1-3.
- The school has not identified a facility yet. However, the organizer would like to locate in the Meadows neighborhood near the Tindley School in order to create an "education village" in the Meadows.
- In conjunction with the Tindley School and the United North East Community Development Corporation, CFA has submitted a proposal to acquire a vacant piece of City-owned property near the Tindley School. If successful, the land would be used for construction of a new building for the Challenge Foundation Academy and athletic fields, which would be shared with the Tindley School.

Accessibility

- The school has developed a plan for identifying, evaluating and serving students with special needs and students with limited English proficiency. A special education teacher will be hired to serve special education students.
- The school is considering joining the Virtual Special Education Cooperative which serves Indiana's charter schools.
- The school has budgeted \$49,000 in year one for bus transportation to ensure that transportation is not a barrier to enrolling in the school for any student.

Leadership Information

**Note: The information provided below is solely a summary of qualifications, and does not reflect a comprehensive description of each founding member's expertise and experience.*

Name and Proposed Positions of Applicants	<ul style="list-style-type: none"> • Gene Zink—Chairman • Fred Scott —Vice- Chair • Owen “Bud” Melton—Treasurer • Charlie Garcia—Board Member • William Steinbrook— Secretary • Joan Lange— Board Member • Lois Johnson— Board Member • Rose Mays— Board Member • Donna Birdsong – School Leader
Capacities Represented by Applicants (by topic area)	
<i>School Leader Biography</i>	<ul style="list-style-type: none"> • The Challenge Foundation Academy has identified Donna Birdsong, a current vice-principal at Margaret McFarland Middle School in IPS as the leader for the school. Ms. Birdsong has a master's degree from Butler University. She has been an educator for 13 years and has been an administrator for 4 years.
<i>Education</i>	<p>Experience</p> <ul style="list-style-type: none"> • Fred Scott served on the board of a charter school in Indianapolis and is familiar with the Indiana charter school law and accountability requirements. • As the current Executive Director of the Challenge Foundation and Trust for School Reform, William Steinbrook has been a national advocate for charter schools. He has overseen the administration of \$18 million in 182 charter school grants in 22 states. He currently serves as treasurer of the Center for Education Reform executive board in Washington, DC. • Joan Lange worked as a teacher for twenty six years before becoming a program officer and then a program director at the Challenge Foundation. She helped pilot the first Core Knowledge school in the nation and then trained others in the Core Knowledge Sequence for four years. At the Challenge Foundation, she manages a grants portfolio of 70 charter schools. • Rose Mays has taught nursing at IUPUI for several years. <p>Training</p> <ul style="list-style-type: none"> • Joan Lange has a BS and an MA in education.
<i>Other Youth Work</i>	<p>Experience</p> <ul style="list-style-type: none"> • Gene Zink is past president of the Park Tudor School board. • As the pastor of Covenant Presbyterian Church in Atlanta, GA, William Steinbrook oversaw numerous educational programs including an after-school program, a Montessori preschool and a program for autistic children.

	<ul style="list-style-type: none"> • Rose Mays is the Associate Dean of Nursing at IUPUI. Her expertise and research interests are in adolescent health behavior and parent-adolescent communication concerning health issues. • Lois Johnson has been the Freetown Village Summer Camp Director since 1998. She has also been a classroom assistant and has served as the director of Willowbrook Christian Academy.
<i>Management</i>	<p>Experience</p> <ul style="list-style-type: none"> • Gene Zink recently retired as the Vice Chairman of Duke Realty Corporation and as the President and CEO of HKZ Enterprises. He is currently the President of the Indianapolis Chamber of Commerce. • Bud Melton recently retired from a long career in bank management. He served as the president and CFO of First Indiana Bank for twenty years. Previously, he was the president and CEO of two savings and loan companies. • Charles Garcia is the President of GM Construction, Indiana's third largest minority-owned business. <p>Training</p> <ul style="list-style-type: none"> • Gene Zink has an Masters in Business Administration. • Charles Garcia took executive training courses at Dartmouth College's Tuck Executive Program and UCLA.
<i>Entrepreneurialism</i>	<ul style="list-style-type: none"> • Charles Garcia was named Entrepreneur of the Year in 1994 by Ernst and Young and has also been named Entrepreneur of the Year by the Center for Leadership Development.
<i>Fundraising</i>	<p>Experience</p> <ul style="list-style-type: none"> • Bud Melton was the 2002 Chairman for the United Way of Central Indiana. He has also served as a member of the executive steering committee of the capital funds campaign for Second Presbyterian Church.
<i>Finance / Accounting</i>	<p>Experience</p> <ul style="list-style-type: none"> • For ten years, Gene Zink was the Executive Vice President and CFO of Duke Realty Corporation. • As the retired president of First Indiana Bank, Bud Melton has a strong financial background. <p>Training</p> <ul style="list-style-type: none"> • Bud Melton has a BS in finance.
<i>Legal Expertise</i>	<p>Experience</p> <ul style="list-style-type: none"> • Gene Zink was a partner with Bose McKinney & Evans. • Fred Scott has a law practice in Indianapolis that specializes in taxation and estate planning. He is also the church attorney for the Episcopal Diocese of Indianapolis. <p>Training</p> <ul style="list-style-type: none"> • Gene Zink and Fred Scott both have a JD from Indiana University.

<p><i>Nonprofit Governance</i></p>	<p>Experience</p> <ul style="list-style-type: none"> • Gene Zink has served and/or currently serves on the board of directors of the Indianapolis Chamber of Commerce, Citizens Gas and Coke, VEI Community Hospitals, and Educational Choice. • Fred Scott is a trustee of the Citizens Coke and Gas Utility and a trustee for the Berkley School of Divinity at Yale. • Bud Melton has served on numerous boards including Goodwill Industries of Central Indiana, St. Vincent's Hospital, America's Community Bankers, Indiana League of Savings Institutions, Indianapolis Neighborhood Housing Partnership, Indiana State Teacher's Retirement Fund, Indiana Community Business Credit Corporation, The Indianapolis Salvation Army, the Greater Indianapolis Progress Committee, and Indiana University-Purdue University Jaguar Athletic Club. • Charles Garcia has served on the boards of Butler University, the Central Indiana Minority Business Alliance, the Indianapolis Chamber of Commerce, the Indiana Chamber of Commerce, Indiana Regional Minority Supplier Development Council, Federal Reserve Bank of Chicago, National Association of Minority Contractors, La Plaza, the Indiana Pacers, the Indianapolis Museum of Art, the Central Indiana Corporate Partnership and the Indiana Small Business Association.
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Decatur Discovery Academy

Grades served in year 1: 9-10

Grades served at capacity: 9-12

Enrollment in year 1: 100

Enrollment at capacity: 200

Proposed Location: 5125 Decatur Boulevard

Opening: Fall 2005

Mission, Need, and Demand for the School

- The MSD of Decatur Township will open the Decatur Discovery Academy (DDA) to provide “a non-traditional, personal learning environment in which students are challenged to learn and excel at their own pace through a rigorous inquiry approach to learning.” The school will partner with the Challenger Learning Center, a space simulation center (located in the same building as the school).
- The school will target students who have not been successful in a traditional high school and work with those students to ensure high school graduation and entry to post-secondary education.
- The Metropolitan School District of Decatur Township (Decatur Township) formed a committee in fall 2003 to investigate strategies for reducing the dropout rates in Decatur Central High School.
 - Decatur Township has had approximately 400 8th grade students entering the 9th grade each year and last year had only 285 students graduate from high school. They estimated that 25-30% of the 8th grade graduates weren't continuing on through to graduation. The committee recommended that the district create a non-traditional high school to meet these students' needs. Hence the district's decision to pursue this charter school.
- Decatur Township has identified partnerships to support the school, including: Holladay Properties (the developers of Ameriplex where the school will be located), Panther Racing, and the Central Decatur Lions Club.
- The school will also benefit from the university, business, and community organization partnerships that are already supportive of the Decatur Township, including the Ivy Tech State College (which has a campus next to where the charter school will be), the University of Indianapolis and Indiana University.

Educational Services Provided

- The DDA will use the highly effective school model Expeditionary Learning Outward Bound (ELOB).
- The ELOB model is an outgrowth of Outward Bound, the well-known outdoor leadership training programs created in 1941 in Great Britain.
- The ELOB design is a teaching approach (not a curriculum) which emphasizes active learning, character growth, teamwork, and learning expeditions.

- Because it is a teaching approach, ELOB supports its schools primarily through ongoing professional development, which is critically important to a school's long-term success. The ELOB professional development opportunities are designed to be active learning experiences and allow local school staff to collaborate with colleagues from other ELOB schools to ensure the full implementation of the school design.
 - The program includes 25-30 days of on-site staff development per year, including a retreat for school leaders and a pre-summer planning institute for teachers.
 - In addition, a mid-west regional office offers workshops focused on particular content areas and teaching practices, and holds site seminars at exemplary ELOB schools.
 - National programs include weeklong learning expeditions for teachers, weeklong Outward Bound educator courses, weeklong institutes focused on particular educational practices and content areas, an annual leadership conference for school leaders, and a national conference that focuses on instructional practices.
- The DDA will become a professional development center, for not only the charter school but also for Decatur Central High School, which will encourage teachers and administrators to share best practices and continuously learn new teaching strategies.
- The ELOB design allows students to engage in learning expeditions, which are long-term, in-depth investigations of a topic designed by interdisciplinary teams of teachers at each ELOB school, and frequently involve fieldwork in the community.
- ELOB schools typically group students in "crews" where a group of not more than 12-15 students is assigned to a staff member for a multi-year period. Crews set the tone for discipline and culture in the school by promoting an atmosphere of teamwork, cooperation, and high expectations.
- Service learning is a key to the model. Students learn about service through the school culture and learning expeditions geared toward community service.
- The DDA has set high expectations for students, including the following goals: 90% of sophomores will meet the GQE standard in fall 2006 and 90% of students will enroll in a post-secondary institution immediately upon graduation.
- Parental involvement is essential to DDA's success. The school will strive to build a strong relationship between school and home to support the students. Students will participate in weekly progress reviews that will be shared with parents and students will lead conferences at least twice a year which parents will attend. Parents will also complete annual surveys and have the opportunity to participate in a parent council group.
- Staff at the Challenger Learning Center will incorporate the DDA students into their space simulation program by providing custom science classes and learning expeditions for the students and offering a Flight Directors in Training program.
- The DDA students will be able to take classes at Ivy Tech State College, which is located in the school's building. In addition, Decatur Township is exploring the possibility of an Ivy Tech staff member working at the DDA to support students and help prepare them for Ivy Tech classes. This partnership will help DDA students successfully transition from high school to post-secondary education.

Summary of the Founding Group

- The Metropolitan School District of Decatur Township, led by Superintendent Don Stinson, is the driving force behind the DDA.
- The district created the non-traditional high school planning committee in 2003 to research how to better meet the needs of students who are not being served by Decatur Central High School.
- The planning committee engaged in significant research of the community and educational models before determining that the ELOB design was the best suited to meet the students' needs.
- As a school district, Decatur Township is unmatched in the resources it can bring to the DDA.
- The Board of Directors will oversee the DDA and is comprised of seven members, including: five community/business members, two current Decatur Township School Board members, and the Decatur Township Superintendent or his designee (as a non-voting, ex-officio member).
- Four of the seven Board members are parents of current or former students in Decatur Township.

Governance and Management

- The DDA Board of Directors will oversee the school, including establishing fiscal policy, approving budgets, monitoring the accountability plan, and communicating with the charter school sponsor. The Board will have ultimate responsibility for the school's performance and compliance with the charter agreement.
- The Superintendent or his designee will be the Chief Executive Officer of the school and will assist in the maintenance of the school's vision. The principal and staff will work directly with the Superintendent in the day-to-day operation of the school.
- The Assistant Superintendent for Business for Decatur Township will act as the school's Business Manager and will monitor the budget and expenditures to allow the principal to focus on instruction and academics.
- Decatur Township has already identified a leader for the school, John Pietrzak, an experienced principal who has 27 years of experience in education.
- The principal will have the autonomy to make instructional and budget decisions for the school, including hiring and evaluating the staff, creating annual budgets in cooperation with the Assistant Superintendent of Business, and overseeing all aspects of the curriculum, instruction, and assessment.

- ELOB will not manage the school, but will provide the professional development and support services essential to implement the school's curriculum
- The teachers at DDA will be affiliated with the Decatur Education Association and will have the same contract as other Decatur Township teachers.

Financial Viability

- Decatur Township has identified a facility within the district for the school at 5125 Decatur Boulevard (the same building as the Challenger Learning Center and a new Ivy Tech State College campus).
- Decatur Township has committed to providing the financial and human capital resources necessary to make the DDA successful and clearly has all the expertise necessary to start the school, including curriculum, instruction, assessment, and management.
- Decatur Township will provide financial management, transportation for year 1, and human resources (e.g. payroll and benefit services) at no cost to the school. The school will provide transportation in subsequent years (funds for transportation in years 2-5 are included in the budget).
- For their planning efforts, the DDA received a Gates Foundation planning grant from the Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis to fund their efforts to research and evaluate innovative school designs for the school, which led to the partnership with ELOB.
- ELOB received a \$12.5 million grant from the Gates Foundation in 2003 to create 20 small ELOB high schools. The DDA will benefit from this grant through the professional development that the grant will provide for the school's teachers and administrators.

Accessibility

- Decatur Township will ensure that the full spectrum of special education services is provided for DDA students. Instruction at the DDA will be differentiated for each student to accommodate his or her needs in keeping with DDA's philosophy of full inclusion for all students.
- DDA will join the RISE cooperative which provides special education services for Decatur Township and will employ a special education teacher full time to serve students.
- Decatur Township will also make sure that DDA students receive the same ESL services and support that are available to other Decatur Township students, including ongoing direct services and special tutoring as necessary.

- In year 1, Decatur Township will provide transportation for DDA students at no cost to the school. After year 1, the school's budget includes an allowance of \$50,000 per year for bus transportation. Decatur Township has committed to providing transportation on Decatur Township busses for any students residing in Decatur Township or in the desegregation area in Mapleton-Fall Creek. In addition, DDA will make IndyGo bus passes available to students.

Leadership Information

**Note: The information provided below is solely a summary of qualifications, and does not reflect a comprehensive description of each founding member's expertise and experience.*

Name and Proposed Positions of Applicants

- Debbie Sullivan—Authorized Representative, Decatur Township Assistant Superintendent for Curriculum and Instruction
- Donald Stinson — Decatur Township Superintendent and Non-voting DDA Board Member
- Jeffrey Baer— Decatur Township Assistant Superintendent for Business and DDA's Business Manager)
- Gary Pellico—Project Director of the Challenger Learning Center in Decatur Township
- John Pietrzak—DDA Principal
- Jane Barnes— DDA Board Member
- Bruce Borud— DDA Board Member
- Cheri Corsaro— DDA Board Member
- Donald Huffman— DDA Board Member and current Decatur Township School Board Member
- Anthony Scott— DDA Board Member
- Larry Taylor— DDA Board Member and current Decatur Township School Board Member
- Christopher Wilkes— DDA Board Member

Capacities Represented by Applicants (by topic area)

School Leader Biography

- John Pietrzak will be the Principal for the DDA. An experienced educator, John has 27 years of experience in education. He has worked as a high school principal and as a staff development trainer. He has also been the director of an alternative school for one year and a director of academics and vice-principal for a private school.

Education

Experience

- Debbie Sullivan is the current Assistant Superintendent for Curriculum and Instruction of Decatur Township. She has also worked as an elementary school teacher, staff development consultant, assistant principal and elementary school principal. She has chaired numerous committees at the school and district level including curriculum writing, textbook adoption and school improvement.

	<ul style="list-style-type: none"> • Don Stinson is the Superintendent of Decatur Township. He held a number of positions before becoming Superintendent including classroom teacher and elementary principal. • Jeffrey Baer is the current Assistant Superintendent for Business of Decatur Township. He has been an educator for 28 years and has been a superintendent, principal, and assistant principal as well as a middle and high school teacher. As a superintendent in another district, he started an alternative school and implemented a full-day kindergarten. • Gary Pellico is the Project Director of the Challenger Learning Center in Decatur Township. He has been an educator for 32 years and has held a variety of teaching and administrative jobs including elementary school principal and director of planning. When he worked for IPS, he helped develop the Select Schools Plan for student choice. • John Pietrzak has worked at both public and private schools for over 27 years. He has been a high school principal, director of alternative education, staff development trainer and director of academics. • Donald Huffman was a teacher in Decatur Township for 35 years and is a member of the Decatur Township School Board. • Anthony Scott currently works in higher education as associate director for a scholarship program. • Larry Taylor is a member of the Decatur Township School Board. <p>Training</p> <ul style="list-style-type: none"> • Debbie Sullivan has a PhD in educational leadership, and a BS and MS in elementary education. • Don Stinson has an EdS in education from Indiana University. He has also attended the Indiana Principal Leadership Academy and the Indiana University Beginning Superintendent Leadership Academy. • Jeffrey Baer has a PhD in educational administration as well as an MS in education. • Gary Pellico has an MS in education and a license in elementary administration and supervision. • John Pietrzak has a BA and MA in Education and is certified in administration and supervision. • Don Huffman has an MS in education. • Anthony Scott is pursuing an MS in higher education.
<i>Other Youth Work</i>	<p>Experience</p> <ul style="list-style-type: none"> • Gary Pellico is a past president and board member of the Council for Exceptional Children. • John Pietrzak has worked as a program director at the YMCA. • Cheri Corsaro has volunteered with young people in several capacities: Girl Scout leader, school volunteer, district curriculum committee, PTA member, etc. • Don Huffman was a coach for many years in the school district and he

	<p>currently directs the driver education program.</p> <ul style="list-style-type: none"> • Anthony Scott has worked to recruit students for a major university and for a scholarship program. He has also been a volunteer mentor at a high school and a member of the PTA. • Larry Taylor has been a girls' basketball league president and has also been on the board of the Decatur Youth Athletic Association. He is a 5th and 6th grade football coach.
<i>Management</i>	<p>Experience</p> <ul style="list-style-type: none"> • Bruce Borud managed a company that marketed insurance services. He has also had experience with sales management. • Jane Barnes manages logistics for a professional racing team and has managed doctor's offices and nursing staff in previous positions. • Christopher Wilkes is Senior Vice President of Holladay Properties.
<i>Entrepreneurialism</i>	<p>Experience</p> <ul style="list-style-type: none"> • Debbie Sullivan started an early childhood center.
<i>Finance / Accounting</i>	<p>Experience</p> <ul style="list-style-type: none"> • Jeffrey Baer is currently the Assistant Superintendent for Business. • Christopher Wilkes has held various financial management positions. He was the CFO of Panther Racing and the manager of a real estate investment fund. He also worked as a senior financial analyst and senior internal auditor for a real estate company.
<i>Marketing / Public Relations</i>	<p>Experience</p> <ul style="list-style-type: none"> • Jane Barnes directs public relations for an auto racing team. • Bruce Borud was part-owner of a company that marketed insurance services and previously was responsible for marketing insurance services at two other companies. • Anthony Scott has worked in marketing and sales in many different capacities including army recruitment, project manager for a marketing firm, and minority recruitment for a major university.
<i>Management of Public Funds</i>	<p>Experience</p> <ul style="list-style-type: none"> • Jeffrey Baer is the Assistant Superintendent for Business in Decatur Township and as such manages the public funds received by Decatur Township. He also had experience managing public funds as a superintendent in North Vermillion Community School Corporation. • Don Stinson has experience managing public funds as the Superintendent of Decatur Township.

<i>Nonprofit Governance</i>	<p>Experience</p> <ul style="list-style-type: none">• Don Stinson is a member of the board of directors of the Hendricks Power Cooperative, the Hendricks County Abatement Board, the Hendricks County Planning Commission, Hendricks County Youth Leadership, the United Way – Hendricks County, and the Mary Riggs Community Center.• Jeffrey Baer has been a member of the board of directors for the Gibault School for Boys and the Vermillion County Community Foundation.• Bruce Borud is a member and past president of the Decatur Central Lions Club, as is Larry Taylor.
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Herron High School

Grades served in year 1: 9
Enrollment in year 1: 100
Proposed Location: unknown

Grades served at capacity: 9-12
Enrollment at capacity: 400

Mission, Need, and Demand for the School

- The founders of Herron High School propose to open a liberal arts high school featuring a classical curriculum in the near north side of downtown Indianapolis, preferably in the Herron-Morton neighborhood. The idea for the charter school originated within the Herron-Morton neighborhood as members of the community discussed ways to re-use IUPUI's Herron School of Art building and how to build a new base of patrons for the arts in Indianapolis.
- The proposal for the Herron High School was developed by representatives of the downtown cultural community after a year-long process of community engagement. Through the founders' discussions with community members, the Board determined that there is demand for a liberal arts school in the neighborhood.
- Herron High School has letters of support from the Indiana Humanities Council, VSA Arts of Indiana, Primary Colours, the Indianapolis Downtown Artists and Dealers Association, Indianapolis Downtown, Inc., President Benjamin Harrison Home, Redeemer Presbyterian Church, Charles Golden, the CFO at Eli Lilly, the President and CEO of Clarian Health Partners, Sagamore Institute for Policy Research, Greater Indianapolis Chamber of Commerce, the Dean of Butler University's Jordan College of Fine Arts, The Center of Excellence in Leadership of Learning (CELL), Michael Peek, an attorney with Christopher & Taylor, Local Initiatives Support Corporation (LISC), the Old Northside Neighborhood Association, Historic Landmarks Foundation of Indiana, The Oaks Academy, King Park Area Development Corporation, the President of the Herron Alumni Association, the Herron-Morton Place Neighborhood Association, and the Herron-Morton Place Foundation, Inc., Recovery High School at Fairbanks, the Harrison Center for the Arts, the Remnant Trust, a member of the Indianapolis Women's Club and six parents/community members from the neighborhood who strongly support the proposed school.
- In addition, the school is developing partnerships with: the Nature Conservancy to provide environmental science support to the school; Joy of All Who Sorrow to assist with the lunch program; and The Propylaeum to provide a reading club and manners instruction.

Educational Services Provided

- The school proposes to use aspects of the educational model implemented at the Oaks Academy a private PreK-8 school located on the near north side of Indianapolis. Andrew Hart, the current School Director at the Oaks Academy, serves as Vice President of the Herron High School Board.

- The Board is interested in replicating the following “classical” aspects of The Oaks Academy school design: “1) a classical liberal arts curriculum made accessible to underserved populations, 2) a timeline approach to teaching an integrated curriculum, 3) an emphasis on civic responsibility and community service, and 4) teacher training in classical teaching methodology.”
- The school will integrate character curriculum into all aspects of the educational program. Students will not participate in classes designed only to address character development. Rather, character development will be woven into literature, history and science lessons.
- The school is committed to instilling civic responsibility in all of its students. Community service is integral to the program.
- The educational program is focused on the liberal arts approach, specifically using the classical trivium, an educational strategy focused on grammar, logic and rhetoric.
- The curriculum will be rigorous and college-preparatory. The school will require students to earn 46 credits – more than the 40 credits required by the state of Indiana for a high school diploma.
- The school’s goal is for 100% of students who enter the school as freshman to graduate in 4 years. The school has set benchmarks to measure student progress towards this goal, including: 90% of students who enter the school one grade level below their current grade level reaching grade level proficiency by the end of their first year of attendance and 90% of students who are 2 grade levels behind up to grade level within 2 years.
- The school will offer a summer program for students who do not pass courses during the regular school year.
- Teachers will participate in three weeks of professional development training prior to the school’s opening. The training will focus on the liberal arts curriculum, team building, classroom management, effective communication with parents and other areas. In addition, there are 8 professional development days built into the school’s calendar.
- One of the school’s organizational goals is to retain at least 80% of teachers beyond 5 years and, in any given year during a 5 year period, to maintain staff continuity that exceeds 80%.

Summary of the Founding Group

- The Board of Directors assembled for the school includes representatives from many community organizations in the surrounding historic districts and neighborhoods where the school intends to locate. The school’s bylaws state that at least one-third of the Board members shall be individuals who reside, work or worship in the Herron neighborhood.
- The founding Board members have experience in a wide range of areas including education, school administration, fundraising, historic preservation, finance, marketing, law, and nonprofit governance. The school will benefit from this variety of expertise, particularly in the area of school operations.

Governance and Management

- The Board is charged with upholding and overseeing the fulfillment of the school's mission – not the day to day operation of the school.
- The bylaws state that there will be three Board committees, an Executive Committee, a Facilities and Finance Committee, and an Education and Curriculum Committee, which will oversee the school and report to the full Board regularly.
- The Board has hired Rex Bolinger as the Chief Executive Officer (CEO) for the school. Dr. Bolinger has worked as a teacher, assistant principal and principal in the DeKalb County Eastern Community School District in Butler, Indiana and MSD Steuben County in Angola, Indiana and most recently served as a Senior Program Manager for Early College High Schools at the Woodrow Wilson National Fellowship Foundation in Princeton, NJ. He also serves on the board of directors of the IAPSS Sagamore Foundation. *He was named Indiana High School Principal of the Year in 1997-1998.*
- The CEO will supervise the school's fiscal operation and will manage the organization and employment matters. The CEO will oversee all instruction and coordinate public relations.
- The CEO will be supported by a Curriculum Director/Data Analyst who will be responsible for managing the curriculum and coordinating student achievement data. The person in this position will provide student achievement data to teachers on a regular basis.

Financial Viability

- The school will benefit from in-kind services from the Harrison Center for the Arts, the Sagamore Institute, The Oaks Academy, Historic Landmarks Foundation of Indiana and the Indiana Humanities Council.
- The Facilities and Finance Committee of the board will oversee the school's finances and ensure that the school is financially viable.
- The school would like to locate within the former Herron School of Art campus at 17th and Pennsylvania. Herron High School is included the two final proposals for the re-use of the Herron campus.
- The school has developed two alternate plans for a facility which can be implemented if the former Herron campus location is not possible. One of these options is for the school to locate within the existing Harrison Center for the Arts building which currently has classroom, gym and auditorium space that the school could use.
- The school has already received a \$40,000 exploratory grant and a \$100,000 start-up grant from the Center for Excellence in Leadership of Learning's (CELL) Network of Small Schools Initiative (NESSI) funded by the Bill and Melinda Gates Foundation and plans to apply for \$260,000 implementation grant from CELL in 2006. CELL has indicated its intent, in writing, to award the school an implementation grant in 2006.

Accessibility

- The school has developed a plan for meeting the needs of student with special needs. The school will hire a special education teacher and will join the Virtual Special Education Cooperative.
- The school will meet the needs of students with Limited English Proficiency by hiring an English as a Second Language teacher for the school.
- The school’s transportation plan includes encouraging students to use existing transportation systems such as the IndyGo bus and Clarian’s “people-mover” train and budgets \$20,000 each year for transportation.
- The school has made a commitment to ensure that transportation is not a barrier to attending the school.

Leadership Information

**Note: The information provided below is solely a summary of qualifications, and does not reflect a comprehensive description of each founding member’s expertise and experience.*

Name and Proposed Positions of Applicants

- Joanna Taft—Authorized Representative, Board President
- John Hammond—Board Member
- Andrew Hart—Board Vice President
- Kevin Hern—Treasurer and Chair of Finance Committee
- Theresa Patrick—Member
- Vicenta Andrade—Member
- Gautam Rao—Member
- Todd Ravesloot—Co-Chair of Facilities Committee
- Kenneth Rohrer—Chair of Curriculum Committee
- John Turner—Member (No resume provided)
- Doug Wilson —Secretary and Co-Chair of Facilities Committee
- Rex Bolinger—School CEO

Capacities Represented by Applicants (by topic area)

School Leader Biography

- Herron High School has hired Rex Bolinger as the school’s CEO. He has worked as a teacher, assistant principal and principal in the DeKalb County Eastern Community School District in Butler, Indiana and MSD Steuben County in Angola, Indiana and was most recently Senior Program Manager for Early College High Schools at the Woodrow Wilson National Fellowship Foundation in Princeton, NJ. He also serves on the board of directors of the IAPSS Sagamore Foundation. He was named Indiana High School Principal of the Year in 1997-1998.

Education

Experience

- John Hammond was the Senior Executive Assistant for Legislative Affairs and Education Policy for Governor Robert D. Orr.

	<ul style="list-style-type: none"> • Andrew Hart is presently the Head of School at The Oaks Academy. He has also worked as an instructor of political science at the University of Bucharest. • Kenneth Rohr is currently an adjunct faculty member at the University of Phoenix where he teaches courses on school administration and educational technology. He is also the Education Coordinator of the Indiana Humanities Council. He began his career in education as an elementary school art teacher. He then worked as an elementary school assistant principal for two years and as an elementary school principal for seven years. He has additional expertise in educational software development and web design. • Kevin Hern taught at a private high school in Cincinnati for two years. As part of this work, he directed the high school's community service program. • Gautam Rao is Assistant Professor of Media Arts at Butler University. He has taught art at numerous other colleges including the Maryland College of Art and Design and Northern Virginia Community College. At the K-12 level, he participated in a collaboration between the Maryland College of Art and Design and the local public school system. As part of this work, he taught art to middle school children with special needs for two years. • John Turner is an Assistant Professor of Art History at Butler University. • Rex Bolinger has worked as a teacher, assistant principal and principal in Butler and Angola, Indiana and was most recently Senior Program Manager for Early College High Schools at the Woodrow Wilson National Fellowship Foundation in Princeton, NJ. He was named Indiana High School Principal of the Year in 1997-1998 and received the Milken Family Foundation National Educator Award in Oct. 1999. He has given numerous professional presentations and written articles on high school leadership, block-scheduling and school-to-work partnerships. He also helped create the Tri-State University Middle College as a charter school. <p>Training</p> <ul style="list-style-type: none"> • Joanna Taft has taken graduate courses at the School of Education at IUPUI. • Kevin Hern has a BS in education. • Kenneth Rohrer has a BA in art education, an MS in elementary school administration and supervision and is certified in employee evaluation and special education law. • Rex Bolinger has a PhD in education.
<i>Other Youth Work</i>	<p>Experience</p> <ul style="list-style-type: none"> • Joanna Taft has volunteered at The Oaks Academy. • Kevin Hern has been a soccer coach for several youth clubs and was a member of a leadership team that founded an after-school program in Oxford, Ohio.

	<ul style="list-style-type: none"> Theresa Patrick has worked as a theater instructor for the Indianapolis Symphonic Choir “Voices United” camp for two years. As the Latino Outreach Director for Indianapolis’ Neighborhood Christian Legal Clinic, Vicky Andrade supervises educational programs.
<i>Management</i>	<p>Experience</p> <ul style="list-style-type: none"> As a consultant for Price Waterhouse, Andrew Hart led consulting teams that helped private and non-profit sector clients analyze and find solutions to their business problems. Todd Ravesloot is a community preservation specialist with the Historic Landmarks Foundation of Indianapolis. He helps manage \$1.4 million in funds to rehabilitate endangered Indianapolis properties. As a Senior Peoplesoft Business Analyst with Covance Inc., Doug Wilson helps implement Peoplesoft systems for biotech and medical companies. He also has experience implementing a quality improvement effort for the Heritage Group, a construction company. As the Latino Outreach Director for Indianapolis’ Neighborhood Christian Legal Clinic, Vicky Andrade manages a complex outreach program that includes educational programs, translation services, public relations, and collaboration efforts. This program was awarded a grant by Mayor Peterson for outstanding service to the city. Formerly she managed the translation services department at Kiwanis International. <p>Training</p> <ul style="list-style-type: none"> Joanna Taft has a BS in business administration. Andrew Hart and Kevin Hern both have Masters in Business Administration. Todd Ravesloot has a BS in building construction management. Vicenta Andrade has a BS in management from Indiana Wesleyan.
<i>Entrepreneurialism</i>	<ul style="list-style-type: none"> Joanna Taft has worked as a consultant for start up companies and has been actively involved in several community development efforts as a program associate for the Historic Landmarks Foundation of Indiana. Doug Wilson was a founding member of Redeemer Presbyterian Church.
<i>Fundraising</i>	<p>Experience</p> <ul style="list-style-type: none"> As Executive Director of the Harrison Center for the Arts and as a board member for The Oaks Academy, Joanna Taft has been involved in fundraising efforts. Doug Wilson helped establish The Oaks Academy’s fund development program.
<i>Finance / Accounting</i>	<p>Experience</p> <ul style="list-style-type: none"> Kevin Hern works as a senior financial analyst for Eli Lilly. Previously, he worked as a financial advisor for UBS PaineWebber for three years.

	<p>Training</p> <ul style="list-style-type: none"> • Doug Wilson has a BS in finance from Ball State University.
<i>Marketing / Public Relations</i>	<p>Experience</p> <ul style="list-style-type: none"> • Andrew Hart worked as a marketing strategy associate for Eli Lilly.
<i>Legal Expertise</i>	<p>Experience</p> <ul style="list-style-type: none"> • John Hammond is a partner with the law firm Ice Miller. He is currently the co-chair of the firm's public affairs group. • Vicenta Andrade assists the legal staff in the Neighborhood Christian Legal Clinic by providing consultation and translation and by accompanying legal staff members and their clients to court. <p>Training</p> <ul style="list-style-type: none"> • John Hammond has a J.D. from Indiana University School of Law.
<i>Management of Public Funds</i>	<ul style="list-style-type: none"> • Todd Ravesloot manages the Fund for Landmark Indianapolis Properties.
<i>Nonprofit Governance</i>	<p>Experience</p> <ul style="list-style-type: none"> • Joanna Taft is a member of the board of directors of The Oaks Academy, the Indianapolis Artists and Dealers Association and the Board of Zoning and Appeals. • John Hammond has served on the board of directors of the Mental Health Association of Indiana, Perry Township Education, Governmental Affairs Society of Indiana, Indiana Association of Cities and Towns Foundation, Indianapolis – Marion County Ethics Board, Indianapolis –Marion County Civilian Police Merit Board, Indiana Education Savings Authority, Indiana Fiscal Policy Institute, Old Centrum, Inc., and DePauw University. • Kevin Hern is the President of the Board of Standing Firm Ministries.

Indianapolis Lighthouse Charter School (opening 2005) and Indianapolis Lighthouse Charter School (opening 2006)

Grades served in year 1: K-5

Enrollment in year 1: 260

Proposed Location: unknown

Grades served at capacity: K-12

Enrollment at capacity: 568

Mission, Need, and Demand for the School

- The mission of the two **Indianapolis Lighthouse Charter Schools (ILCS)** is for students to “acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses fine and performing arts into a rigorous core of content.”
- The ILCS schools will engage students by infusing the arts throughout the curriculum and the schools’ research-based curricula will provide students with the basic skills critical for success.
- The schools will serve students from grades PreK-12 to promote continuity of contact with students and families and provide a consistent education to students throughout their schooling.
- The ILCS schools have contacted more than 30 community organizations and 100 community members, including: Butler University, the American Pianists Association, and the Indianapolis Symphony Orchestra.

Educational Services Provided

- Lighthouse Academies, Inc. (LA), a non-profit charter management organization, will manage the schools. LA has conducted extensive research to develop a comprehensive educational model. The ILCS schools’ educational program will follow this model.
- LA’s research has identified early childhood education as a key to high student performance. LA will offer the pre-school programs at the ILCS schools on a sliding fee scale based on free and reduced-price lunch eligibility. Students who are eligible for free lunch will pay no fee and those who are eligible for reduced-price lunch will pay a reduced fee of \$300 annually. The pre-school programs, for which no public funds are available, will not operate under the terms of the charters. Students attending the pre-school programs will be required to enter the charter schools’ lotteries for kindergarten.
- Arts infusion is a key component of the schools’ educational program. The arts, including music, dance, visual arts and theater, will be used to engage students and provide different ways for students to experience learning.
- The schools’ regular art teachers will collaborate with the classroom teachers to ensure high quality instruction that brings art techniques into the regular classrooms. All students will be required to participate in at least one public art demonstration each year.

- The schools' budgets include \$20,000 for artists-in-residence at the schools in addition to the schools' full-time art teachers.
- LA's full educational program includes a comprehensive curriculum aligned with the Indiana standards. LA also has developed exit standards that specify large tasks students must master in order to complete a series of grade ranges (K-2, 3-5, 6-8, 9-12). The exit standards are aligned with the more detailed state standards that will drive daily skill and content learning. The educational program also includes a process for assessing student progress on a daily, monthly, and yearly basis.
- The Core Knowledge sequence is the centerpiece of the curriculum. Core Knowledge includes carefully ordered facts, historical figures, concepts and key people that are broken down by individual grade levels, so teachers know specifically what students need to learn to be ready for the next grade.
- Open Court Reading, which focuses on explicit phonics instruction, will be the primary reading program.
- Saxon Math, the schools' math curriculum, introduces a topic to students and then allows students to build upon that concept as they learn new ones. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for students to fully learn concepts.
- The schools' science, history and geography programs are also linked to the Core Knowledge sequence.
- The ILCS schools will implement a detailed and well-conceived professional development program that teachers will attend for four weeks in the summer prior to opening. The program will include sessions on school culture, arts infusion, curriculum training on Open Court Reading, Core Knowledge, Saxon Math, and Full Option Science System, special education training, communication with parents, and team building. Ongoing professional development will be offered throughout the school year.
- The ILCS schools will actively seek to involve parents in the schools and make them partners in the schools. Parents will be asked to volunteer in classrooms/libraries and will be kept informed of their students' progress through weekly feedback folders that will include students' work, general notes on their performance and behavior, and letters from the teacher or principal. The schools also will have two parent-teacher conferences per year and hold monthly parent nights to provide useful information to parents.
- The schools will operate on a longer school day (8 hours) and a longer school year (190 days).

Summary of the Founding Group

- Lighthouse Academies, Inc. (LA), the non-profit organization that will manage the schools, is funded by the Pisces Foundation (which also funds KIPP Indianapolis, another Mayor-sponsored charter school) and the New Schools Venture Fund (NSVF). Pisces and NSVF funds allowed LA to conduct extensive research and develop the educational model. The first LA charter school will open in the South Bronx in fall 2004.

- NSVF invested \$1 million in LA after conducting an extensive due diligence process on the organization and on LA's President. NSVF found that the educational program was well-developed, based on well-regarded national curriculum models, and included strong assessment and professional development components. In addition, NSVF has expressed the utmost confidence in and support for LA's President. His experience with charter school management and development as well as his background as a public school superintendent and teacher confirmed for the NSVF that LA was a sound investment.
- LA's staff has significant experience with charter school development and management, including expertise in law, curriculum development, marketing, and teaching, all of which will be essential to the success of the ILCS start-up.
- The two ILCS schools will share a Board of Trustees. ILCS board members have experience in a variety of fields, including, technology, government, education, marketing, finance, non-profit management, facility planning, and law.
- The ILCS board includes a former Education Policy Advisor to Gov. Evan Bayh (and former Director of Indiana's Children's Health Insurance Program), the Regional Director of the Business Modernization and Technology Corporation, the Program Director of the Stanley K. Lacy Executive Leadership Series, the Managing Director of Goelzer Investment Banking, the former Deputy Chief of Staff to the late Gov. Frank O'Bannon, an attorney at Baker & Daniels (and former Executive Assistant to Gov. O'Bannon), and the Owner of Horn & Associates, a strategic marketing firm.
- LA is also creating a Board of Advisors for the ILCS schools which will include individuals from the Indianapolis community with experience in law, real estate, finance, education, and other areas. Currently, there are two individuals with experience in construction and the arts and higher education that have agreed to serve on the Board of Advisors.

Governance and Management

- The partnership with LA will provide essential services to the schools, particularly during the start-up period. LA has the capacity and expertise to help the schools with: marketing and recruitment of students; staffing, professional development and other human resource functions; setting up the accounting and financial systems, preparing the schools budgets and reviewing financial statements; implementing the curriculum and a reporting system; and selecting instructional materials, equipment and supplies.
- The ILCS Board of Trustees will provide fiscal oversight for the schools, including the approval of the schools' budgets. The Board will oversee the schools' pursuit of their mission, the educational program and organizational performance, and will review the academic outcomes of the schools.
- The ILCS Board will be responsible for holding LA accountable for the services LA is contractually bound to provide to the ILCS schools.
- The Board also will conduct annual performance reviews of the Principals of both schools. The Principal of each ILCS school will be responsible for the daily operations of the school, in accordance with the mission, philosophy and policies

established through the charter. As the instructional leaders for the schools, the Principals will be responsible for all academic outcomes and will oversee the instructional staff, including annual evaluation of all employees.

Financial Viability

- LA has already invested over a million dollars into its educational model and plans to invest more in the schools.
- LA will give each ILCS school a low-interest, \$250,000 loan to cover start-up expenses. Currently, LA is trying to secure a grant from a national foundation so the schools will not have to repay these loans.
- The ILCS Board of Trustees will form a Finance and Audit Committee that will review the schools' budget reports on a monthly basis. The Committee will also oversee the selection of an independent auditor and the completion of the annual audit. Several members of the ILCS Board have experience managing public funds, including experience directing the Indiana Children's Health Insurance Program and directing the Indiana State Student Assistance Program.

Accessibility

- The educational program is designed to cater to different instructional levels and needs and the ILCS schools are committed to educating special education students in the least restrictive environment. The schools have included in their budgets the resources necessary to hire a comprehensive special education staff and have established reserves in their budgets to address additional needs that may arise once students are enrolled.
- The ILCS schools also plan to join the charter schools special education cooperative to augment the resources their staffs will offer to ensure that the schools can provide the appropriate special education services to students.
- The schools have clear plans for identifying students with limited English proficiency (students and families will complete a language survey) and for providing those students with the instruction necessary to improve their English reading and writing skills.
- Each school's budget includes an allowance for the operation of a two-bus transportation system at a cost of \$52,000 in the first year of operation to ensure that transportation will not be a barrier for any student.

Leadership Information

**Note: The information provided below is solely a summary of qualifications, and does not reflect a comprehensive description of each founding member's expertise and experience.*

Name and
Proposed Positions
of Applicants

- Michael Ronan—Authorized Representative, President, Lighthouse Academies, Inc. (LA)
- Dr. Gail Foster—Senior Vice President for Education, LA
- Michael Chow—Board Member, ILCS

	<ul style="list-style-type: none"> • Christopher Hirschfeld—Board Member, ILCS • Betsy Shaw Elsasser—Board Member, ILCS • Wendy Horn—Board Member, ILCS • Nancy Cobb—Board Member, ILCS • Patricia Rios—Board Member, ILCS • Joseph Smith—Board Member, ILCS • Tim Joyce—Advisor, LA • Mark Culliton—VP Business Development, LA • Dan Barcan—VP for Partnerships, LA • Jodi Tucker—VP of Human Resources, LA • Angela Fernandez—Regional Director for Business Development, LA • Sharon Lepire—Senior Accountant, LA • Dr. Lucien Ellington—Senior Education Advisor, LA • Peggyanne Ecclesine—Education Specialist, LA • Leah Zuckerman— Education Specialist, LA • Dr. Phillip Howard— Education Specialist, LA • Carol Wing— Marketing Specialist, LA
Capacities Represented by Applicants (by topic area)	
<i>School Leader Biography</i>	<ul style="list-style-type: none"> • ILCS and LA have not yet identified leaders for the schools. However, LA's chosen school leaders will have the opportunity to participate in the KIPP School Leadership Training Program at UC Berkeley which is a nationally recognized school leader training program. In addition, LA is in discussions with the highly-regarded Building Excellent Schools Fellowship program in Boston to recruit and train high quality school leaders.
<i>Education</i>	<p>Experience</p> <ul style="list-style-type: none"> • Dr. Gail Foster, Senior Vice President for Education for LA, is a former social studies teacher and high school administrator. After she got her doctorate, she helped found the Toussaint Institute Fund which worked to empower parents in low-performing schools. More recently, she has served as an educational research and technical consultant in the areas of school policy, school culture, charter schools, and inner city private schools. • Michael Ronan, President of LA, began his educational career as a middle school history teacher. He went on to become the Director of Curriculum and Instruction and eventually the Superintendent of Schools in Uxbridge, MA. Since 1997, he has worked at the national level to provide management and consulting services to charter schools and districts. He has been directly involved with the management of 40 charter schools including 15 start-up schools. • Tim Joyce serves as an Advisor to LA. One of his projects as Chief of Staff to Gov. Frank O'Bannon was to help implement Public Law 221 which gave Indiana academic standards and an accountability system. He has also served as Executive Director of the State Student Assistance Program under Gov. Evan Bayh.

- Dan Barcan is Vice President for School Development and Grants at LA. He has worked as a social studies and English teacher in a Massachusetts charter school.
- Jodi Tucker is the Vice President of Human Resources at LA. She has several years of experience in operating charter schools.
- Angela Fernandez is a Regional Director of Business Development for LA. She taught GED and ESL classes at the City College of New York and was a Women's Studies instructor in an inmate education program.
- Dr. Lucien Ellington is a professor of education at the University of Tennessee and a Senior Education Advisor to LA. His specialty is Asia and he edits a journal on Asia for middle, high school and university instructors.
- Peggyanne Ecclesine is an education specialist for LA. She has worked as a charter school teacher and consultant for seven years. As a consultant, she has developed curriculum and accountability plans and provided professional development to teachers in charter schools.
- Leah Zuckerman is an education specialist for LA. She was a founding teacher at a charter school and has also worked as a coach for the Turning Points school design.
- Dr. Phillip Howard is an education specialist for LA. He has directed programs for struggling students and has written technology and mathematics curricula.
- Mark Culliton, VP of Business Development for LA, served as the Chief Operating Officer of a nonprofit after school and summer enrichment organization serving 1,500 children. He is the Chairman of the Boston Preparatory Charter School.
- As an education policy advisor for Gov. Bayh, Nancy Cobb, an ILCS board member, coordinated the development of a ten-year education plan, developed the Step Ahead program, helped develop family-friendly legislation, and developed a publication that tracked Indiana's progress toward the National Education Goals. In an earlier position as Executive Assistant for Special Institutions she oversaw the Indiana School for the Blind, School for the Deaf, and several children's homes. She has also served as a volunteer in the Washington Township Schools including serving as president of the parent teacher organization.
- Wendy Horn, an ILCS board member, worked with charter schools in other cities to help identify site and facility solutions.
- Joseph Smith, an ILCS board member, is serving as a mentor to the current president of the Charles A. Tindley Accelerated Charter School.

Training

- Dr. Gail Foster has a PhD in Educational Administration from Columbia University.
- Michael Ronan has a Masters in School Administration and in Program Planning and Evaluation.

	<ul style="list-style-type: none"> • Dr. Lucien Ellington has an advanced degree in education. • Peggyanne Ecclesine has a Masters in Education from Columbia University. • Leah Zuckerman has a Masters in Administration, Planning, and Social Policy from the Harvard Graduate School of Education.
<i>Other Youth Work</i>	<p>Experience</p> <ul style="list-style-type: none"> • Betsy Elsasser has volunteered in various child-related organizations: Child Advocates, the Care Center Shelter and her church youth group. • Michael Chow was a mathematics coach for the Guggenheim Academy in Chicago where he instructed at-risk youth in applied algebraic logic and language arts. • Nancy Cobb worked as a Director in the Indiana State Department of Health. While there, she led a children's environmental health initiative to develop a childhood lead poisoning elimination plan and she implemented a program to enroll more low-income children in the state children's health insurance program. • Joseph Smith worked for the state student assistance program marketing the Twenty First Century Scholar program. He is currently a member of the Central Indiana Community Foundations Scholarship committee. <p>Training</p> <ul style="list-style-type: none"> • Betsy Elsasser has an undergraduate minor in early child development.
<i>Management</i>	<p>Experience</p> <ul style="list-style-type: none"> • Tim Joyce served as Senior Advisor to Gov. Kernan and as Chief of Staff for the late Gov. Frank O'Bannon. Under Gov. Evan Bayh, he also served as Executive Director of the State Student Assistance Program, Commissioner of the Department of Labor and Commissioner of Workforce Development. • Betsy Elsasser has worked as a manager in a retail store and has been the program director for an executive leadership program for the Greater Indianapolis Chamber of Commerce. • Patricia Rios was the Deputy Chief of Staff and Exec. Assistant for Gov. O'Bannon. As such, she was his liaison to the Indiana House of Representatives, oversaw 70 state agencies and over 34,000 state employees, and advised the Governor on all state issues, including personnel, budget and policy. • Michael Ronan, President of LA, was the Superintendent of Schools in Uxbridge, MA. <p>Training</p> <ul style="list-style-type: none"> • Dan Barcan studied management at the Mass. Institute for Technology. • Jodi Tucker has a BS in Business Administration. • Mark Culliton has an MBA.
<i>Entrepreneurialism</i>	<p>Experience</p> <ul style="list-style-type: none"> • Wendy Horn started her own strategic marketing and business

	development firm, Horn and Associates.
<i>Fundraising</i>	<p>Experience</p> <ul style="list-style-type: none">• Christopher Hirschfeld is working to establish an endowment program at his church.• Nancy Cobb wrote two successful grant applications to the Council of Governor's Policy Advisors as Education Policy Advisor to Gov. Bayh.• Michael Ronan, President of LA, has raised significant resources already in support of Lighthouse Academies.
<i>Finance / Accounting</i>	<p>Experience</p> <ul style="list-style-type: none">• Jodi Tucker has worked at an investment bank.• Christopher Hirschfeld is managing director of Goelzer Investment Banking. He has worked as a financial analyst, as a financial advisor to individuals and small business owners, and as an investment banker.• Sharon Lepire is the Senior Accountant at Lighthouse Academies. She has five years of charter school finance experience. <p>Training</p> <ul style="list-style-type: none">• Christopher Hirschfeld has an MBA from the University of Chicago and a BA in Business Administration.• Sharon Lepire has a BS in Accounting.
<i>Marketing / Public Relations</i>	<p>Experience</p> <ul style="list-style-type: none">• Carol Wing is a marketing specialist for Lighthouse Academies. She has over 20 years of experience in marketing and design including working for several charter schools.• Betsy Elsasser has directed marketing projects for a real estate company and a retail store.• Wendy Horn is the owner/principal of a strategic marketing and business development firm targeted to the seniors housing, real estate, and healthcare industries. She has worked for twenty years in new business development.
<i>Legal Expertise</i>	<p>Experience</p> <ul style="list-style-type: none">• Jodi Tucker currently teaches law courses at Bentley College in Massachusetts. She has provided legal counsel to schools in many states and has practiced law both as in-house counsel and at a large firm in the District of Columbia.• Angela Fernandez was a contract attorney for American Express.• Joseph Smith works as an attorney for Baker & Daniels. <p>Training</p> <ul style="list-style-type: none">• Jodi Tucker has a JD from Georgetown University.• Angela Fernandez has a JD from Columbia University.• Patricia Rios has a JD from Indiana University – Indianapolis.• Joseph Smith has a JD from Indiana University.

<i>Management of Public Funds</i>	<p>Experience</p> <ul style="list-style-type: none">• Under Gov. Evan Bayh, Tim Joyce served as Executive Director of the State Student Assistance Program, Commissioner of the Departments of Labor and Commissioner of Workforce Development.• Mike Ronan was a Superintendent in Uxbridge, MA for 16 years.• Nancy Cobb was the Director of Indiana’s Children’s Health Insurance Program which enrolled 150,000 children in the Hoosier Healthwise program.
<i>Nonprofit Governance</i>	<p>Experience</p> <ul style="list-style-type: none">• Dr. Foster is a founding board member of the Black Alliance for Educational Options and a board member of the Council on American Private Education.• Christopher Hirschfeld served on the Greater Indianapolis Financial Planning Association board.• Betsy Elsasser has served on the board of the Children’s Theatre Institute.• Wendy Horn is on the Maryville College Advisory Board.• Patricia Rios is on the board of the Hispanic Center, Saint Mary’s Child Center, and the Indiana AIDS Fund. She is also on the Latino Affairs Commission of Marion County.• Joseph Smith has eight years of experience in the government sector. He served as Executive Assistant to the Governor, was a compliance officer for the U.S. Dept. of Labor, and worked as a law intern in the Attorney General’s Office.

Mozel Sanders Academy

Grades served in year 1: K-5

Grades served at capacity: K-8

Enrollment in year 1: 470

Enrollment at capacity: 700

Proposed Location: Wayne Township (exact location unknown at this time)

Opening: Fall 2005

Mission, Need, and Demand for the School

- “The mission of the Mozel Sanders Academy is to provide students with a challenging academic program which develops all students’ abilities to master fundamental academic skills and ultimately increase academic achievement while also instilling a sense of family, community, and leadership within all of our students.”
- The Mozel Sanders Academy will partner with the Indiana OIC State Council, Inc. (Indiana OIC). The Indiana OIC has strong ties to the community and has a solid understanding of the community’s needs. As such, Indiana OIC will be a valuable partner for the school. OIC was created to provide free training and retraining to the disadvantage, unemployed and underemployed. For example, Indiana OIC is working with 6 IPS schools to provide tutoring services to students.
- Mozel Sanders Academy will be managed by National Heritage Academies (NHA) an education management organization (EMO) that operates 51 schools in 5 states. NHA will provide the academic program and operational infrastructure for the school.
- NHA manages the Andrew J. Brown Academy, the Mayor-sponsored charter school partnered with the Indiana Black Expo. The Andrew J. Brown Academy opened in August 2003 and had a very successful first year of operation, as measured by academic performance, organizational viability and parent satisfaction. A school that performs as well as Andrew J. Brown is always a desired option for families.

Educational Services Provided

- The Mozel Sanders Academy will offer the NHA educational program, a back-to-basics curriculum aligned with the Indiana State Academic Standards that emphasizes character development.
- The Core Knowledge sequence provides the structure for the curriculum. Core Knowledge includes carefully ordered facts, historical figures, concepts and key people that are broken down by individual grade levels, so teachers know specifically what students need to learn to be ready for the next grade.

- The school will use the Open Court Reading program, which focuses on explicit phonics instruction, and the Accelerated Reader, a motivational reading program.
- Saxon Math, the schools' math curriculum, introduces a topic to students and then allows students to build upon that concept as they learn new ones. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for students to fully learn concepts.
- The Shurley Grammar Method which is focused on memorization and repetition and the Collins Writing Program, an experiential writing program, will also be used in the school.
- Character development is a central to the program. Students participate in daily lessons that focus on virtues such as temperance, justice, prudence, and fortitude, and stress the importance of community service.
- NHA's model is a teacher-centered approach to education. Teachers are given the freedom to use a variety of methods to present content to students and keep the students motivated and excited about learning.
- The program has three learning levels: "intensive," for students performing below grade level; "standard," for students performing at grade level; and "proficient," for students performing above grade level.
- Students who are significantly below grade level spend most of their day on reading/language arts and mathematics until they reach grade level.
- Professional development is an important component of NHA's school model. NHA provides a week-long summer institute to train teachers who are new to the school design. In addition, NHA has master teachers who visit the schools monthly to provide teachers with model lessons in classrooms and work with teachers on effective classroom management and teaching techniques.
- NHA also measures and evaluates staff and parent satisfaction twice a year by contracting with Wirthlin Worldwide, an independent market research firm, to survey the teachers and parents in all of its schools. The school has set a goal of 90% parent satisfaction each year.
- NHA's model includes a school structure that encourages parents to be involved by participating in the five Parent/Teacher committees and signing commitment contracts that state that parents will be actively involved in the school.

Summary of the Founding Group

- The Indiana OIC was established in 1971 as an affiliate of the Opportunities Industrialization Center (OIC) that was founded by Rev. Dr. Leon Howard Sullivan in 1964. OIC was created to provide free training and retraining to the disadvantage, unemployed and underemployed.

- With over 20 years experience in providing adult education, child care, vocational training, and job search and placement services, the Indiana OIC has an understanding of the community's educational needs and how to meet those needs effectively.
- The Indiana OIC has educational experience in the community and has been approved by the Indiana Department of Education as a supplemental services provider for students who need additional tutoring and educational services. This school year, Indiana OIC is working with 6 IPS schools to provide tutoring services to students.
- The school's Board of Directors is comprised of the following members:
 - Joseph E. Matthews, III, the President and CEO of the Indiana OIC
 - Andy Jacobs, former 15 term U.S. Congressman from Indiana District 10 and Indiana District 11
 - Henry L. Nuckols, Senior Construction Manager for Scott-Hilliard Kosene
 - Angela M. Sallee, Funeral Director with Flanner Buchanan Funeral Centers and member of the PTO at Fox Hill Elementary School, Northview Middle School, and North Central High School
 - Roosevelt Sanders, Pastor at the Mt. Vernon Missionary Baptist Church, CEO of Mozel Sanders Foundation, and son of Community Activist Mozel Sanders for whom the school is named.
 - Diane Cordell, District Executive with the Crossroads of America Council (Indianapolis) of the Boys Scouts of America

Governance and Management

- The Board of Directors of the Mozel Sanders Academy is responsible for approving the school's budget, setting school policies, overseeing the principal, preserving the vision of the school, and maintaining community relations.
- The Board would contract with NHA to operate and manage the school and would hold NHA accountable for the school's academic and operational performance.
- The principal is the instructional leader of the school and is responsible for day to day management, including teacher hiring and evaluation, discipline, communication with parents, communication with the school's Board, budget maintenance, and oversight of the curriculum.
- NHA would manage some aspects of the school from their central headquarters in Grand Rapids, MI (similar to the manner in which they manage the Andrew J. Brown Academy) including accounting and financial reporting, facilities, grant writing, and purchasing.
- NHA is a privately owned education management organization (EMO) based in Grand Rapids, Michigan that is the second largest EMO in the country, serving nearly 21,000 students in 39 schools in 2003-04.

- NHA opened its first charter school in 1995 in Michigan and has since established schools in North Carolina, Ohio, New York, and Indiana. Twelve new schools opened in Ohio and Michigan this fall in 2004-05. NHA currently operates 51 schools in 5 states in the 2004-05 school year.

Financial Viability

- The Indiana OIC has not identified a facility for the school, but the Board has identified several possible sites for the school in Wayne Township.
- The Indiana OIC has committed to providing assistance to the school in the following areas: marketing and PR in the community, guidance on managing a 501(c) 3 organization, and staff recruitment.
- NHA has pledged to provide start-up funding for the school and to cover any revenue shortfalls or emergency costs for the school.

Accessibility

- NHA has clear plans for identifying and serving special education students. The special education plan includes hiring a Special Education Director and a Special Education teacher to meet students' needs. Like the Andrew J. Brown Academy, it is likely that the school will join the Indiana Virtual Special Education Cooperative for the full continuum of special education services.
- NHA has an English Language immersion program that will be implemented at the Mozel Sanders Academy for all students who have limited English proficiency. The students and parents will complete a home language survey upon admission into the school that will inform the administrators of the student's level of English language proficiency. Students will then be placed within the program.
- The Mozel Sanders Academy will provide bus transportation for students. The budget includes \$188,000 for bus transportation in year 1. The budget allocation for transportation increases each year after year 1 to ensure that the school can provide adequate transportation for the students.
- The school has outlined a very detailed marketing and student recruitment plan that includes several strategies (parent information meetings, working with Indiana OIC contacts, and print and television advertising) to ensure that parents and the community are informed about the school.

Leadership Information <i>*Note: The information provided below is solely a summary of qualifications, and does not reflect a comprehensive description of each founding member's expertise and experience.</i>	
Name and Proposed Positions of Applicants	<ul style="list-style-type: none"> • Joseph Matthews—Authorized Representative, Board Member • Henry Nuckols—Board Member • Angela Sallee—Board Member • Roosevelt Sanders—Board Member • Andy Jacobs – Board Member • Diane Cordell – Board Member
Capacities Represented by Applicants (by topic area)	
School Leader Biography	<ul style="list-style-type: none"> • The Mozel Sanders Academy has not identified a principal for the school yet. NHA will work closely with the Indiana OIC and the school's Board of Directors to identify a highly-qualified principal to lead the school.
Education	<p>Experience</p> <ul style="list-style-type: none"> • As the President and CEO of the Indiana OIC, Joseph Matthews oversees several training and educational programs including Adult Basic Education, GED Training and Hospitality Skills Training. Indiana OIC also operates a comprehensive Child Development Center and has been selected by the State Department of Education as a Supplemental Education services provider, meaning they are contracted to provide tutoring services for 6 different IPS schools. Early in his career he was a lead instructor at an OIC center. • Andy Jacobs is currently an Adjunct Professor of Political Science at IUPUI. • Angela Sallee has served previously on a National Heritage Academies Charter School Board. <p>Training</p> <ul style="list-style-type: none"> • Joseph Matthews has taken educational and guidance courses at Purdue University – Calumet Campus.
Other Youth Work	<p>Experience</p> <ul style="list-style-type: none"> • Henry Nuckols has experience as a classroom facilitator implementing life-skills training. • Roosevelt Sanders' ministry helps youth substance abusers. • Angela Sallee is a PTO member at three local schools.

<i>Management</i>	<p>Experience</p> <ul style="list-style-type: none"> • Andy Jacobs served 15 terms in the U.S. House of Representatives from 1965 to 1997. He served on the House Ways and Means Committee – the first representative from Indianapolis in the 20th Century to do so. During his tenure on the House Ways and Means Committee, he served as Chairman of the Subcommittee on Health and the Subcommittee on Social Security. • As the President and CEO of Indiana OIC, Joseph Matthews has managed several programs and services for educationally and economically disadvantaged individuals. His office also provides technical assistance to individual OIC programs throughout Indiana. • Henry Nuckols is a senior construction manager responsible for overseeing design and construction projects. In previous managerial positions, he has managed land acquisition, provided technical support, supervised field crews, inspected contractor's work, estimated costs, developed budgets and initiated new business. • Roosevelt Sanders is the CEO of the Mozel Sanders Foundation which gives out 25,000 meals on Thanksgiving Day. • Angela Sallee is a funeral director who oversees all funeral arrangements. <p>Training</p> <ul style="list-style-type: none"> • Joseph Matthews has completed coursework in the MSBA program at the Northwest campus of Indiana University. • Henry Nuckols has a BS in construction engineering and management.
<i>Entrepreneurialism</i>	<p>Experience</p> <ul style="list-style-type: none"> • Joseph Matthews started the office housing the Indiana OIC in 1982.
<i>Fundraising</i>	<p>Experience</p> <ul style="list-style-type: none"> • Joseph Matthews successfully lobbied the State of Indiana to name Indiana OIC as an entity within the state budget. In his capacity as President and CEO, he works actively to develop alternative funding options.
<i>Legal Expertise</i>	<p>Experience</p> <ul style="list-style-type: none"> • Andy Jacobs currently practices law in Indianapolis. <p>Training</p> <ul style="list-style-type: none"> • Andy Jacobs received his law degree from Indiana University.

<p><i>Management of Public Funds</i></p>	<p>Experience</p> <ul style="list-style-type: none"> • As the President and CEO of Indiana OIC, Joseph Matthews manages funding provided by state law to OICs throughout the state. • As a 15 term U.S. Congressman and a member of the House Ways and Means Committee, Andy Jacobs has vast experience with the public funds policies, laws and management.
<p><i>Nonprofit Governance</i></p>	<p>Experience</p> <ul style="list-style-type: none"> • As the President and CEO of Indiana OIC, Joseph Matthews manages the state level office of this nonprofit organization. • Joseph Matthews is also a member of the Governor’s Indiana Employment and Training Council, Office of Minority Business Enterprise Advisory Board, Economic Development Task Force, Soul People Repertory Company, Lake Ridge Adult Education Advisory Committee, and the Coalition of Concerned Citizens. • Henry Nuckols has experience working with not-for-profit organizations such as the Center for Leadership Development and Inroads, Inc. • Roosevelt Sanders is the chairman of Westside Community Ministries, an organization of 28 churches, and a board member of the Westside Development Corporation. • Angela Sallee served on a National Heritage Academies Charter School Board and is a board member of several professional funeral director associations, including the Indiana Funeral Directors Association and the Metropolitan Morticians Association. • Andy Jacobs served as the Marion County Chairman for the March of Dimes in 1961.

Recovery High School

Grades served in year 1: 9-12

Grades served at capacity: 9-12

Enrollment in year 1: 24

Enrollment at capacity: 120

Proposed Location: 8102 Clearvista Parkway

Mission, Need, and Demand for the School

- Recovery High School will be a high school serving students who are recovering from alcoholism or drug addiction. The school has been developed by Fairbanks Hospital, a nonprofit organization focused on helping individuals recover from alcohol and other drug problems.
- The mission of the school “is to provide a safe, sober, restorative and challenging school experience for high school students recovering from alcoholism and/or drug addiction who have made a commitment to personal recovery, have a desire to learn, and want to attain a high school diploma and are willing to be an active part of a school community of like-minded students and faculty.”
- The school’s will better serve students who are in recovery by giving them an opportunity to transition back into the community without having to return to their old high schools immediately – where the pressure to drink or do drugs could have originated. Many recovering students relapse when they return to their prior schools.
- The Indiana Department of Education states that there are no recovery high schools or alternative educational programs focused on recovery in Indiana.
- Based on data from the Indiana Prevention Research Center in 2004, 27% of high school seniors binge drink, 5.6% use alcohol on a daily basis, and 6.7% report smoking marijuana daily. The statistics clearly demonstrate the need for a high school recovery program.
- Fairbanks Hospital currently treats adolescents for alcoholism and drug addiction; however, the relapse rates for the students are high – ranging from 35% to 85%. Studies show that continued care after initial treatment is the most important predictor of positive outcomes over time.
- Several students who have been treated at Fairbanks Hospital and parents of students testified in support of the school at the public hearing held during the charter application process. In their public testimony, they expressed the need for a Recovery High School.
- Students and families that have been treated by Fairbanks Hospital in the past participated in the Recovery High School Planning Committee and have expressed support for the school.

- The school has received letters of support from the superintendent of the Metropolitan School District of Lawrence Township for the establishment of the charter school, Ivy Tech State College, University of Indianapolis, Emmis Communications, Marion County Health Department, Indiana Family and Social Services Administration, Academy Plus of Indiana, Midtown Community Mental Health Center, The Church Federation of Greater Indianapolis, three parents of adolescents and two students who received treatment at Fairbanks Hospital.

Educational Services Provided

- The school plans to implement and expand on the academic model developed by Sobriety High School in St. Paul, Minnesota. The school will replicate aspects of restorative justice principles, continual learning plans, and curriculum development of Sobriety High School.
 - Sobriety High School began in 1989 with 4 students in St. Paul, Minnesota.
 - In 2001, Sobriety High had grown to three charter school campuses with 74 students.
 - In 2001, 95% of seniors (19 students) at Sobriety High graduated with an average college matriculation rate of 75%.
 - There are 20 recovery high schools nationwide.
- Fairbanks has received support and assistance from Sobriety High School in the development of the plan for Recovery High School. Dr. Lyle Taipale, the Chief Academic Officer of Sobriety High School, provided consulting services to the Planning Committee. Dr. Taipale and Sobriety High School will continue to assist Recovery High School during the start-up phase of the school with training and information systems.
- Recovery High School will train staff specifically to deal with recovering students and their unique challenges, including family history of substance abuse, cognitive impairments and others. The supports that the Recovery High School will provide will directly impact the students' ability to remain sober and improve their lives.
- Recovery High School students will be able to access academic courses (including online courses) offered by the Metropolitan School District of Lawrence Township, Ivy Tech and University of Indianapolis.
- Classes will be designed to be flexible, thematically integrated, and personally relevant, yet provide transferable Core 40 academic credits. The recovery courses offered by the school will be connected to Indiana State Academic Standards for health and physical education.
- The educational philosophy of the school is based on 10 principles that reflect research on increasing the recovery and academic success of drug-addicted students. These principles include: "provide a recovery culture appropriate to high school-age students of diverse backgrounds," "establish a code of conduct and discipline procedures based on restorative principles," and "personalize each student's education by providing integrated academic and recovery support guidance."
- Recovery High School plans to use electronic course syllabus and lesson planning tools developed by Sobriety High School. These tools will allow teachers to organize class information and track student progress.

- Each student will have a continuous learning plan that is developed with a learning and recovery coach and a family member.
- Students will participate in internships that supplement academic coursework.
- The school will be organized into learning communities that consist of 6-18 students, a learning and recovery coach, a resource educator and volunteer instructional aides.
- The school will have low student to teacher ratios to maintain a small environment that allows for differentiation of the curriculum.
- Internal assessments like writing samples, exhibitions, service learning projects and internship evaluation will be used to assess students' performance and progress.
- Recovery High school teachers will receive professional development training for 3 weeks prior to the school year and for 14 days during the school year.

Summary of the Founding Group

- Fairbanks Hospital, which was founded in 1945 and is recognized as a leader in the Midwest for addictions treatment, has specific experience working with adolescents in recovery. In 2004, they treated over 400 adolescents.
 - In 2001, Fairbanks Hospital staff began a study related to developing better outcomes for adolescents in recovery. After three years of research, the Fairbanks Hospital Board voted to pursue the development of a recovery high school.
- Fairbanks Hospital has made a commitment to open Recovery High School and will provide the school with the support and resources necessary for the school to be successful.
- Fairbanks Hospital currently offers an educational program to students undergoing addictions treatment in its residential treatment facility. These educational services are provided by Metropolitan School District of Lawrence Township.
- Fairbanks Hospital plans to continue to work with Lawrence Township to provide an educational program for residential patients independent of the charter school. The superintendent of the Metropolitan School District of Lawrence Township submitted a letter of support for the charter school.
- Dr. Lyle Taipale, the Chief Academic Officer at Sobriety High School, believes that the success of a recovery high school depends on the organization's understanding of the disease of addiction and recovery values. Fairbanks Hospital has the experience and expertise necessary to understand addiction and recovery for adolescents.
- The school's Board members have a wide range of experience in education, recovery and addiction education, management, finance, law, marketing, fundraising and nonprofit governance.

Governance and Management

- The school's Board will govern the school and will be responsible for establishing the educational and operational policies of the school, approving the budget, and monitoring the school's performance related to the charter agreement.

- The Board will have three committees that will oversee the school: curriculum and academic standards, recovery and student life and program evaluation and accountability.
- The President/CEO of Fairbanks Hospital will also be the President/CEO of the school. Helene Cross, the current President/CEO of Fairbanks Hospital, will serve in that role for the school as well.
- The President/CEO will be responsible for providing support to the Board, strategic planning, appointing and supervising the Chief Operating Officer (COO), providing community visibility for the school, fundraising, and measuring and monitoring the school's performance.
- The COO will report to the President/CEO and manage all internal functions of the school, including reporting on staff performance to the President/CEO. Rachelle Gardner, the current Director of Adolescent Services at Fairbanks Hospital, will serve as the COO for the school.
- The COO will arrange for all non-academic support for the school (allowing the school director to focus on academics) and act as the liaison to Fairbanks Hospital for the human resources, marketing, information technology, fundraising and development, accounting, food service and recovery management services.
- Fairbanks will ensure compliance with regulations and provide financial stability to the school, allowing the school's leaders to focus on academic issues.
- The School Director will be the educational leader of the school and will develop the curriculum. The School Director will work with the COO to hire staff, recruit students, and assist with fundraising.
- All teachers will deliver instruction to students and will also act as Learning and Recovery coaches. The dual nature of the teacher's responsibilities is essential to the school's success.

Financial Viability

- Because the school wants to start small and grow slowly, the President of the Fairbanks Hospital Board has indicated that Fairbanks Hospital will support the school financially for the first 5 years until the school reaches maximum enrollment of 120 students. This support includes covering any school expenses in excess of revenue received.
- Fairbanks Hospital will provide space for modular classrooms for the school on its property for the first two years of operation. The school will have shared use of Fairbanks Hospital's gym and cafeteria.
- In addition, Fairbanks Hospital has already approved a long-range capital plan to renovate the existing facility and build a 30,000 sq. ft. Recovery Center. The second floor of this new facility will be dedicated to the high school. Construction is expected to begin in 2007 or 2008.
- The most recent audit for Fairbanks Hospital states total assets in excess of \$11 million.

Accessibility

- The school is committed to providing a curriculum that will be individualized to meet students' needs. The school places importance on evaluating each student's needs individually and it will have access to tools for conducting these evaluations developed by Sobriety High School.
- The school will meet the needs of special education students through the continuous learning plans that will be developed for every student. A special education teacher will be on staff to serve students. In addition, the Recovery High School plans to join the Virtual Special Education Cooperative.
- In addition, the Recovery High School plans to join the Virtual Special Education Cooperative.
- The school will contract with a service provider for English as a Second Language instruction that will be offered on-site to students with Limited English Proficiency.
- The school has developed a transportation plan that includes several strategies for assisting students with transportation: encouraging car-pooling, offering IndyGo bus passes, and allowing students with driver's licenses to drive to school.
- The school will also have the opportunity to contract with Fairbanks Hospital for the use of its van to provide transportation for students.
- The school has made a commitment to ensure that transportation is not a barrier to attending the school.

Leadership Information

**Note: The information provided below is solely a summary of qualifications, and does not reflect a comprehensive description of each founding member's expertise and experience.*

Name and Proposed Positions of Applicants

- Helene Cross—Authorized Representative, President/Chief Executive Officer
- Rachelle Gardner—Chief Operating Officer
- Christopher Stack—Chairman of the Board
- Marissa Manlove—Secretary of the Board
- Malcolm Pownall—Treasurer of the Board
- Pat Galyan—Board Member
- Dorothy May— Board Member
- Pat Rooney— Board Member
- Michael Rosiello— Board Member
- Rebecca Schenck— Board Member

Capacities Represented by Applicants (by topic area)

School Leader Biography

- The current President and CEO of Fairbanks, Helene Cross would become the President and CEO of Recovery High School. Rachelle Gardner, the current Director of Adolescent Services, would be the school's Chief Operating Officer.

	<ul style="list-style-type: none"> ○ Ms. Cross joined Fairbanks in 2001 as President and CEO. Previously, she was the Executive VP of Crossroads Rehabilitation Center. She currently serves on the National Association of Addiction Treatment Providers, the National Alliance for Alcohol Research and Education and the Coalition for Homeless Intervention and Prevention. ○ Ms. Gardner has been the Director of Adolescent Services at Fairbanks Hospital since 1992. In that capacity, Ms. Gardner has supervised the adolescent clinical team, implemented program plans to expand the treatment continuum to meet adolescents' recovery needs, and provided community education regarding adolescents and their recovery needs. ● Recovery High School has not yet identified a School Director. The organizer has formed a search team comprised of members of the school's Board, a Fairbanks Hospital Board member who is an Assistant Superintendent for the Indiana Department of Education, and other education experts who will interview and recommend final candidates to the school's Board. The school plans to hire the school leader in fall 2005.
<i>Education</i>	<p>Experience</p> <ul style="list-style-type: none"> ● Dorothy May worked as an elementary teacher for the Indianapolis Public Schools for her entire career before retiring in 1999. As an educator, she developed system-wide mathematics curriculum and a computer instructional guide. ● Michael Rosiello served as board chairman for the Sycamore School, a private school for gifted students. As a board member, he also served on the executive, governance and buildings and grounds committees. <p>Training</p> <ul style="list-style-type: none"> ● Dorothy May has a BS and an MA in education. ● Pat Rooney has BS in education.
<i>Other Youth Work</i>	<p>Experience</p> <ul style="list-style-type: none"> ● Rachelle Gardner is the current Director of Adolescent Services at Fairbanks. She has extensive expertise in treating adolescents with chemical dependency. One of her responsibilities is providing community education regarding recovering adolescents to area schools, churches and community groups. ● As Vice President of Consumer and External Relations for Noble of Indiana, Marissa Manlove is responsible for overseeing Noble's services to children. She has experience as a school psychologist and as a clinician working with children with developmental disabilities. ● Rebecca Schenck worked as a nurse's assistant in a high school and presented programs in area schools on drug abuse awareness and prevention. She also served on the PFO at two area schools.

	<p>Training</p> <ul style="list-style-type: none"> • Marissa Manlove is a certified school psychologist in Indiana.
<i>Management</i>	<p>Experience</p> <ul style="list-style-type: none"> • As the current President and CEO of Fairbanks, Helene Cross manages all aspects of the organization. Previously, she was the executive vice president of Crossroads Rehabilitation Center, an agency with an \$11 million dollar budget. • As past president and CEO for two commercial banks, Malcolm Pownall has extensive experience managing large organizations. • Pat Galyan was CEO of a sporting goods retail chain. • Pat Rooney has served as the interim executive for several non-profit organizations including the Legacy Fund of Hamilton County and the Conner Prairie Museum. <p>Training</p> <ul style="list-style-type: none"> • Helene Cross has an MS in management. • Rachelle Gardner has a MA in organizational management. • Christopher Stack has an MBA from Northwestern University. • Malcolm Pownall has a BA in business administration.
<i>Entrepreneurialism</i>	<ul style="list-style-type: none"> • Malcolm Pownall founded several businesses including a commercial bank and a property management company. He also founded a church. • Pat Galyan started a chain of sporting goods stores in Indianapolis. • Pat Rooney started a travel business.
<i>Fundraising</i>	<p>Experience</p> <ul style="list-style-type: none"> • Helene Cross was the grants manager for the Central Indiana Council on Aging. • Pat Galyan raised money for Progress House. • In 2000-2001 Rebecca Schenck served as co-chair for Zoobilation, the major annual fundraising activity of the Indianapolis Zoological Society, which raised more than a million dollars to benefit the zoo.
<i>Finance / Accounting</i>	<p>Experience</p> <ul style="list-style-type: none"> • As past president and CEO for two commercial banks, Malcolm Pownall has extensive financial experience.
<i>Marketing / Public Relations</i>	<p>Experience</p> <ul style="list-style-type: none"> • As the Director of Community Services for St. Vincent Hospital and as the Assistant Hospital Director of Wishard Hospital, Helene Cross was responsible for community outreach. • As the Vice President of Consumer and External Relations for Noble of Indiana, Marissa Manlove is responsible for communications and government relations.
<i>Legal Expertise</i>	<p>Experience</p> <ul style="list-style-type: none"> • Michael Rosiello is a partner in Barnes & Thornburg LLP. <p>Training</p> <ul style="list-style-type: none"> • Michael Rosiello has a JD from Stanford Law School.

<i>Management of Public Funds</i>	<ul style="list-style-type: none"> As the current President and CEO of Fairbanks and as former executive vice president of Crossroads Rehabilitation Center, an agency with an \$11 million dollar budget, Helene Cross is responsible for managing public funds.
<i>Nonprofit Governance</i>	<p>Experience</p> <ul style="list-style-type: none"> Helene Cross currently serves on the board of directors for the Coalition for Homeless Prevention and Intervention, the National Alliance for Alcohol Research and Education, the National Association of Addiction Treatment Providers and the United Way Community Issues Committee. She has also served on the board of Arts Indiana, United Way/Community Service Council, Big Sisters, Healthy Indy Partnership, the Marion County Health Needs Assessment Steering Committee, and the Near Eastside Multi-Service Center. Christopher Stack serves on the board of directors for the Indianapolis Art Center, Indiana Medical History Museum and Fairbanks. Marissa Manlove serves as a board member for Drug Free Marion County and Parents for a Drug Free America and is a former board member for Ronald McDonald House of Indiana and the Lawrence Township Schools Foundation. Malcolm Pownall is a board member for the Indiana Bankers Association, the Indianapolis Chamber of Commerce, the Greater Indianapolis Progress Committee, the Indianapolis Convention and Visitor's Association, Monroe Christian Church, St. Francis Hospital Health Care Foundation, and Fairbanks Hospital. Pat Galyan and Dorothy May both serve on the board of Progress House and Dorothy May is a former board member for the General Services Board of Alcoholics Anonymous. Pat Rooney serves on the board for Central Indiana Community Foundation, the Legacy Fund of Hamilton County, the Indiana Repertory Theatre, Save the Prairie, Inc., Covenant Christian High School, Hamilton County Theater Guild, Second Helpings, Inc., and the Hooks Discovery and Learning Center. She is a past board member for the Community Center of Indianapolis, the Indiana Chapter of National Multiple Sclerosis Society, Indianapolis Retirement Home, Indianapolis Opera Company and the Indianapolis Chamber Orchestra. Michael Rosiello serves on the board of the United Way and has also served as president of the board of directors of the Sycamore School. Rebecca Schenck serves on the board of the Indianapolis Zoological Society, Christamore House, Crossroads Rehabilitation Center, the Police Athletic League, and the Indianapolis-Marion County Public Library Foundation.